

continuation, demonstrates learning outcomes [1, 4]. Brainstorming is aimed at generating new ideas, developing and improving critical teamwork skills, inspiring creativity.

The application of these methods is an effective way of cognitive activity stimulation and creative abilities development.

Game techniques (constantly used for educational purposes) allow master students to acquire new experience. The use of innovative methods in master students teaching promotes a number of competencies development [3].

Undoubtedly, innovative methods can't replace traditional methods. University lecturers should learn to change with the times, improve curricula and teaching methods. Realization of innovative methods is a great challenge; proper use of these methods helps keep master students engaged, interested in studied material; reinforce learning motivation and activate master students learning.

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I.P. Gaberling

National Research Tomsk Polytechnic University

About effectiveness of authentic materials in foreign language teaching

If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his own language, that goes to his heart.

Nelson Mandela

Undoubtedly, there are various views concerning the use of authentic materials in the EFL classroom environment. This paper researches some benefits of authentic materials use; provides the poll's results taken among students of Institute of Non-Destructive Testing.

In scientific literature it is established that authentic materials are produced by native speakers for non-pedagogical purposes. Authentic materials should enable learners to hear, read and produce the language as it is used in the target culture [1, 2, 3, 4, 5].

There are different sources of authentic materials such as literature (novels, dramas, poems, sonnets, *etc.*), magazines, newspapers, comics, travel brochures, leaflets, posters, flyers, menus, recipes, user manuals, songs, radio and TV programmes, videos, the Internet, business cards, advertisements, TV broadcasts, crosswords, *etc.*

The use of authentic materials at EFL classes provides positive effect on learner's motivation and self-satisfaction, promotes intercultural awareness, encourages reading for pleasure (these materials are likely to contain topics of interests) [2, 3, 4]. Choosing authentic teaching materials the following criteria should be taken into account:

- 1) correspondence with the syllabus;
- 2) appropriateness to the learners' age, needs and interests;
- 3) adequacy and suitability to the students' foreign language level.

While working with authentic materials at EFL classes, a lecturer can develop all speech activities:

- listening;
- speaking (role-play, pair work, discussion, *etc.*);
- reading;
- writing (competition entry, essay, review, report, letter, *etc.*).

We undertook a study among 28 second-year students of Institute of Non-Destructive Testing and asked them:

- 1) How often do you use authentic materials?
 - a) every day (32 %);
 - b) every week (54 %);
 - c) every month (10 %).
 - d) never (4 %).
- 2) Which authentic materials do you use while studying?
 - a) Internet resources (86 %);
 - b) professional literature (11 %);
 - c) scientific literature (3 %).
- 3) Which authentic materials do you use while relaxing?
 - a) movies (21 %);
 - b) TV programs (4 %)
 - c) songs (29 %);

- d) social networking sites (39 %);
- e) books / newspapers / magazines (7 %).

On the whole, it can be noted that proper use of authentic materials make language learning more meaningful, support a more creative approach to teaching, develop intercultural competence, help students feel more confident in foreign language environment and learn a target language as it is used outside the classroom.

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